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AUTHOR Bogan, Margaret N.
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ABSTRACT

This document provides a checklist of competencies and skills for associate degree nursing programs in Arizona. The competencies and skills are presented within five interrelated roles. These roles are provider of care, client teacher, communicator, manager of client care, and member within the profession of nursing. In addition to listing competencies for each role, the expected level of performance is indicated for each competency. (LRA)

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INVENTORY OF COMPETENCIES AND SKILLS FOR ASSOCIATE DEGREE NURSE GRADUATES

Sponsored by

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for Community Colleges of Arizona

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Vocational Education

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State Board of Directors for Community Colleges of Arizona

1535 WEST JEFFERSON ROOM 123
PHOENIX, ARIZONA 85007
(602) 271-4037

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INTRODUCTION

In the fall of 1977, the directors of Associate Degree Nursing Programs in Arizona discussed the need to establish a set of competencies for Associate Degree Nursing graduates which would be consistent with educational objectives, employers' needs, and quality nursing care. A step in this direction had been made in 1976 when a committee representing the Arizona Hospital Association and the Arizona Society for Hospital Nursing Service administrators initiated a checklist of expected behaviors of nursing graduates upon entry into practice. After several joint meetings with nursing educators, a final document, Inventory of Nursing Skills and Knowledge, was produced.

As a result of their discussion, the Associate Degree Program directors resolved to develop a competency statement which would correlate the newly-adopted National League for Nursing document, Competency Statements of Associate Degree Nursing Graduates on Entry into Practice, with the existing inventory.

To accomplish this purpose, a project was sponsored by the Arizona State Board for Community Colleges with monies from the State Department of Education, Division of Career and Vocational Education, to fund a series of workshops to produce a doument acceptable to educators and nursing service personnel.

On May 15-16, 1978, thirty-one faculty and directors representing eleven ADN programs met to study the draft of the recently developed National League for Nursing document Competency Statements of Associate Degree Nursing Graduates on Entry into Practice and the existing Inventory of Nursing Skills and Knowledge. The result of the workshop was the draft of a detailed competency and skills list based upon the assumptions and roles of graduates of ADN programs as defined by NLN.

Subsequent workshops were held on June 2, 1978 and June 19, 1978 with nursing service personnel to receive input and to refine the final product.

A final meeting attended by thirty-two representatives of nursing administration and management from eighteen hospitals, and eleven representatives of ADN programs was held on June 26, 1978, at which time the document was finalized.

Final editing was completed in July 1978 by a task force representing nursing service administrators and ADN program directors, the Arizona Department of Education Health Occupations Specialist, and the project director.

This publication represents an expression of general agreement among ADN program personnel, nursing service personnel, the Arizona State Board of Directors for Community Colleges, and the Arizona Department of Education of the competencies and skills to be expected of an Arizona Associate Degree Nursing graduate upon entry into practice.

RATIONALE AND PURPOSE

The Associate Degree Nursing faculty and nursing service personnel in Arizona endorse the following assumptions basic to the scope of practice and the roles of practice of graduates of ADN programs as adopted by the National League for Nursing in 1978:

Assumptions Basic to The Scope of Practice

The practice for graduates of associate degree nursing programs:

- is directed toward clients who need information or support to maintain health;
- is directed toward clients who are in need of medical diagnostic evaluation and/or are experiencing acute or chronic illness;
- is directed toward clients' responses to common well-defined health problems;
- includes the formulation of a nursing diagnosis;
- consists of nursing interventions selected from established nursing protocols where probable outcomes are predictable;
- is concerned with individual clients and is given with consideration of the person's relationship within a family, group, and community;
- includes the safe performance of nursing skills that require cognitive, psychomotor and affective capabilities;
- may be in any structured care setting but primarily occurs within acute and extended care facilities;
- is guided directly or indirectly by a more experienced registered nurse;
- includes the direction of peers or other workers in nursing in selected aspects of care with the scope of practice of associate degree nursing;
- involves an understanding of the roles and responsibilities of self and other workers within the employment setting.

Roles of Practice of Graduates of Associate Degree Nursing Programs

Five interrelated roles have been defined for graduates of the associate degree nursing program based upon the above assumptions underlying the scope of practice. These roles are provider of care, client teacher, communicator, manager of client care, and member within the profession of nursing. In each of these roles, decisions and practice are determined on the basis of knowledge and skills, the nursing process, and established protocols of the setting.

This document, Associate Degree Nursing Skills and Knowledge, has been developed by the ADN faculty and nursing service personnel to provide a checklist of competencies and skills based upon the above assumptions and correlated with these five roles of practice.

ROLE-RELATED COMPETENCIES

These competencies are based upon the NLN assumptions basic to the scope of practice. Graduates of ADN programs have received instruction in the theory basic to these competencies and can be expected to perform at the level indicated:

	Levels of Performance		
	Can Perform Satisfactorily without Assistance and/or Supervision	Can Perform Satisfactorily with Minimal Assistance and/or Supervision	Requires Instruction and Supervision to Perform Entire Skill
1. Role As A Provider of Care			
As a provider of nursing care, the associate degree nursing graduate uses the nursing process to:			
1.1 Base patient/client assessments on previous medical and nursing assessments and detect significant changes from previous assessments.		X	
1.2 Evaluate current nursing care, make nursing judgments, write nursing care plans, and initiate appropriate action.		X	
1.3 Establish priorities to promote patient/client welfare.		X	
1.4 Take nursing action as indicated by patient/client assessment.		X	
1.5 Identify basic pathophysiology of assigned patients/clients.		X	
1.6 Apply principles of growth and development.		X	
1.7 Identify nutritional needs and apply principles of sound nutrition.		X	
1.8 Recognize the cultural, spiritual, and sexual aspects in patient/client care.		X	
1.9 Facilitate family bonding.		X	

	Levels of Performance		
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2. Role As A Communicator			
As a communicator, the associate degree nursing graduate is effectively able to:			
2.1 Utilize interpersonal communications techniques in individual and group settings and activities.		X	
2.2 Use lines of authority and communication within the work setting.		X	
2.3 Use communication skills as a method of data collection, nursing intervention, and evaluation of care.		X	
2.4 Formulate and maintain individualized nursing care plans.		X	
2.5 Communicate and record plans, assessments, interventions, and evaluations accurately and promptly.		X	
2.6 Establish and maintain effective communication with patients/clients, families, significant others and health team members.		X	
2.7 Communicate patient/client's needs through the appropriate use of referrals.		X	
2.8 Evaluate effectiveness of one's own communication with patients/clients, colleagues, and others.		X	
2.9 Recognize levels of anxiety and coping behaviors in patient/client and self and understand dynamics involved.		X	

	Levels of Performance		
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2.10 Recognize crisis situations and utilize appropriate intervention.		X	
2.11 Recognize stages of death and utilize appropriate intervention.		X	
2.12 Provide proper documentation on medical record of all health status changes including psychosocial, physical, sexual, cultural, etc.		X	
3. Role As A Patient/Client Teacher			
As a teacher of patients/clients who need information or support to maintain health, the associate degree nursing graduate is able to:			
3.1 Assess situations in which patients/clients need information or support to maintain health.		X	
3.2 Develop short-range teaching plans based upon long and short-range goals for individual patient/clients.		X	
3.3 Implement teaching plans which are specific to patient/client's level of development and knowledge.		X	
3.4 Support and reinforce teaching plans of other health professionals.		X	
3.5 Evaluate the effectiveness of patient/client's learning.		X	

	Levels of Performance		
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4. Role As A Manager of Client Care			
As a manager of nursing care for a group of patient/clients with common, well-defined health problems in structured settings, the associate degree nursing graduate is able to:			
4.1 Assess and set nursing care priorities.	X		
4.2 Plan, direct, supervise, and coordinate nursing care for assigned patients/clients.	X		
4.3 Evaluate the quality and effectiveness of patient/client care.	X		
4.4 Cooperate and collaborate with physicians and other health care providers.	X		
4.5 Interpret and communicate medical and nursing management of patient/client.	X		
4.6 Teach and interpret policy and procedures.		X	
4.7 Utilize appropriate resources to develop nursing skills of team members.		X	
4.8 Conduct team conferences to assist in evaluating patient/client care and for teaching purposes.		X	
4.9 Participate in discharge planning and make appropriate referrals for continuing patient/client care.		X	

	Levels of Performance		
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5. Role As A Member within The Profession of Nursing			
As a member within the profession of nursing, the associate degree nursing graduate is able to:			
5.1 Be accountable for own actions in nursing practice.	X		
5.2 Practice within professional, ethical, and legal framework.	X		
5.3 Assume responsibility for self-development and participate in relevant continuing education experiences.	X		
5.4 Be aware of his/her role in development of standards of care and patient/client care audit.		X	
5.5 Be aware of the importance of nursing research in the improvement of patient/client care.		X	

SKILLS ESSENTIAL TO PATIENT/CLIENT CARE

Graduates of ADN programs have received instruction in the theory basic to the performance of these skills and can be expected to be competent at the level indicated:

	Levels of Performance		
	Can Perform Satisfactorily without Assistance and/or Supervision	Can Perform Satisfactorily with Minimal Assistance and/or Supervision	Requires Instruction and Supervision to Perform Entire Skill
A. Safety measures			
1. side rails			X
2. restraints			X
3. seclusion			X
4. smoking precautions			X
5. fire and disaster plans			X
6. recognize potential for self harm and/or harm to others			X
7. isolation technique			X
8. reverse isolation technique			X
9. infection control			X
10. incident reports			X
11. safe handling of hospital equipment and supplies			X
12. body mechanics			X
B. Hygiene			
1. bath - complete			X
self help			X
Sitz			X
2. skin care			X

		Levels of Performance		
		Can Perform Satisfactorily without Assistance and/or Supervision	Can Perform Satisfactorily with Minimal Assistance and/or Supervision	Requires Instruction and Supervision to Perform Entire Skill
3.	decubitus care	X		
4.	A. M. care	X		
5.	H. S. care	X		
6.	before and after meal care	X		
7.	oral hygiene - dental care	X		
8.	hair and nail care	X		
9.	urinary catheter care	X		
10.	perineal care	X		
11.	prosthetic care		X	
C.	Nursing assessment activities			
1.	TPR	X		
2.	B/P			
3.	mental/emotional orientation	X		
4.	behavioral changes	X		
5.	neuro signs	X		
6.	glucose and acetone (urine)	X		
7.	Fetal Heart Tone	X		
8.	skin tests		X	
9.	PKU testing		X	
10.	nitrazine strips		X	
11.	central venous pressure			X
12.	bimanual vaginal exams			X

	Levels of Performance		
	Can Perform Satisfactorily without Assistance and/or Supervision	Can Perform Satisfactorily with Minimal Assistance and/or Supervision	Requires Instruction and Supervision to Perform Entire Skill
13. occult blood	X		
14. assist with exams and procedures	X		
15. recognize stages of labor	X		
16. dextrostix		X	
17. cardiac monitoring - adult			X
fetal			X
D. Body alignment			
1. bed cradles	X		
2. foot and bed boards	X		
3. therapeutic mattresses and pads	X		
4. positioning	X		
5. special bed positions	X		
6. specialized rehabilitation beds			X
7. traction - applying		X	
maintaining	X		
E. Elimination			
1. enemas - cleansing	X		
retention	X		
Harris Flush/tidal wave		X	
2. remove fecal impactions		X	

	Levels of Performance		
	Can Perform Satisfactorily without Assistance and/or Supervision	Can Perform Satisfactorily with Minimal Assistance and/or Supervision	Requires Instruction and Supervision to Perform Entire Skill
3. urinary catheters, male and female:			
insertion			
straight	X		
Foley	X		
maintenance			
Foley	X		
suprapubic, including cystocath		X	
4. irrigate urinary catheters			
closed systems	X		
clamp and release procedure	X		
manual	X		
F. Nutrition			
1. tray service	X		
2. special diets	X		
3. patient feeding	X		
4. tube feeding			
naso-gastric	X		
gastrostomy	X		
5. total parenteral nutrition			X
G. Transportation and/or mobility			
1. dangle	X		
2. chair, stroller, high chair, etc.	X		
3. ambulation	X		
4. wheelchair	X		

	Levels of Performance		
	Can Perform Satisfactorily without Assistance and/or Supervision	Can Perform Satisfactorily with Minimal Assistance and/or Supervision	Requires Instruction and Supervision to Perform Entire Skill
5. Hoyer lift		X	
6. Guerny	X		
7. patient roller		X	
H. Rehabilitation measures			
1. range of motion exercises	X		
2. activities of daily living	X		
3. walker, cane	X		
4. crutch walking		X	
I. Fluid balance			
1. intake measurement - oral	X		
parenteral	X		
2. output measurement			
emesis	X		
gastric suction	X		
catheter	X		
urometer	X		
3. T. - tube	X		
4. wound drainage tubes	X		
5. Hemovac	X		
6. chest tube drainage		X	
7. starting I. V.'s			
straight needle		X	
butterflies		X	
indwelling I. V. catheter			X

	Levels of Performance		
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8. maintain I. V.'s			
mechanical regulation		X	
site care	X		
tubing change		X	
9. discontine I. V.'s	X		
10. blood and blood products		X	
11. volume expanders		X	
J. Therapeutic measures			
1. postural drainage		X	
2. bandages: ace, pressure, sling, abdominal binder, breast binders	X		
3. rotating tourniquets			X
4. douches	X		
5. dressing changes			
sterile	X		
clean	X		
with wound irrigation	X		
6. turn, cough, deep breath	X		
7. anti-embolitic hose	X		
8. O_2 therapy	X		
9. ventilation devices			
blow bottles	X		
incentive spirometers	X		
nebulizers	X		
10. burn care - basic	X		
advanced			X

	Levels of Performance		
	Can Perform Satisfactorily without Assistance and/or Supervision	Can Perform Satisfactorily with Minimal Assistance and/or Supervision	Requires Instruction and Supervision to Perform Entire Skill
11. aseptic technique	X		
12. mist tent	X		
13. nasal/pharyngeal suctioning	X		
14. insertion naso-gastric tubes	X		
15. maintain naso-gastric tubes with suction	X		
16. colostomy care		X	
17. tracheostomy/endotracheal care		X	
18. chest tube care		X	
19. phototherapy		X	
K. Admission procedures			
1. initial patient assessment	X		
2. patient interview	X		
3. nursing history	X		
L. Discharge procedure			
1. discharge planning	X		
2. discharge summary	X		
3. patient and family instruction	X		
4. transfer procedure	X		
M. Collection of specimens			
1. urine			
random	X		
clean catch	X		
cath-urine	X		
pedi-urine bag	X		

	Levels of Performance		
	Can Perform Satisfactorily without Assistance and/or Supervision	Can Perform Satisfactorily with Minimal Assistance and/or Supervision	Requires Instruction and Supervision to Perform Entire Skill
2. stool	X		
3. sputum	X		
4. gastric	X		
5. swab cultures	X		
N. Surgical care			
1. pre-operative	X		
2. post-operative	X		
O. Post mortem care		X	
P. Medications			
1. routes of administration			
orals	X		
intra muscular	X		
suppositories	X		
subcutaneous	X		
Z-track		X	
intravenous - push		X	
piggy-back		X	
continuous	X		
drops and ointments			
eyes	X		
ears	X		
nose	X		
topical	X		
naso-gastic tubes	X		
rectal and vaginal	X		

	Levels of Performance		
	Can Perform Satisfactorily without Assistance and/or Supervision	Can Perform Satisfactorily with Minimal Assistance and/or Supervision	Requires Instruction and Supervision to Perform Entire Skill
2. therapeutic and intoward effects	X		
3. narcotic accounting	X		
4. care of patient/client medications	X		
Q. Emergency measures			
1. adult - cardiac pulmonary resuscitation	X		
ventilation	X		
chest compression	X		
2. infant - cardiac pulmonary resuscitation	X		
ventilation	X		
chest compression	X		
3. crash cart		X	
4. recording for code arrest		X	
5. defibrillation			X
6. removal of airway obstruction procedure	X		
R. Leadership			
1. receives and gives report	X		
2. assigns patient/client care to team members	X		
3. assists team members in giving physical care to patients/clients	X		
4. transcribes physicians' orders		X	

Planning Committee

Margaret Bogan, Ph.D.	Project Director
Mary Bonny	Director, ADN Program Mesa Community College
Edna Ross	Director, ADN Program Central Arizona College
Floretta Awe	Director, Nursing and Allied Health Programs Maricopa Community College District
Phyllis Estock	Director of Nursing Scottsdale Memorial Hospital

Editing Task Force

Mary Bonny	Director, ADN Program Mesa Community College
Edna Ross	Director, ADN Program Central Arizona College
Ellen Pearson	Health Occupations Specialist Arizona Department of Education
Margaret Sherwood	Director of Nursing St. Joseph's Hospital, Phoenix
Mitzi Jobes	Director of Nursing Maryvale Good Samaritan Hospital, Phoenix

Revised January 1979 - Ellen Pearson

Project Participants

Educators

Arizona Western College
*Virginia A. Smith
Karen Monks

Central Arizona College
*Edna Ross
Eleanor Zawlocki
Marion Brumley
Dolores Huether

Cochise College
*Ellen Saxe
Ann Quill
Barbara Bean
Molly Engle

Eastern Arizona College
*Sue Bonefas

Maricopa Community College District
Floretta Awe

Glendale Community College
*Ruby Gordon
Ruth Munn
Terry Roberts
Arvona Greene

Maricopa Technical Community College
*Joyce Mulholland
Ann Baker

Mesa Community College
*Mary Bonny
Pat Sebold
Arloa Ervin
Margo Bowman

Maricopa Community College District (continued)

Phoenix College
*Louise Jones
Hilda M. Cornelius
Alice Plumer
Elsie Murphy

Pima Community College
*Bess Morris
Mildred Frank

Navajo Community College
*Julie Cox
Ursula Wilson
Amy Antle

Scottsdale Community College
Barbara John

Yavapai College
*Dorothy Carothers
Carleen Ellis
Joanne Alegre
Wanda Plumstead

Arizona Department of Education
Deborah Koningsor
Shirley Mannion
Ellen Pearson

State Community College Board
Eugene L. Dorr

*ADN Program Directors

Project Participants
(continued)

Nursing Service

Cochise County Hospital - Douglas
Ann Carlson

Doctors Hospital - Phoenix
Charlotte Kamstra

Flagstaff Community Hospital
Colleen Schroeder
Lucille Gamble

Good Samaritan Hospital - Phoenix
Marie Stewart
Grace Middlebrook
Bonnie Kenneally
Julia Munch

Maricopa County General Hospital - Phoenix
LaWanda Altherr
Mary Ann Helms
Kathy Saliba

Maryvale Samaritan Hospital - Phoenix
Mitzi Jobes
Judy Greer

Mesa General Hospital
Therese Calahan

Mesa Lutheran Hospital
Joy Southwell
Shirley Kellermeyer
Syd Breyley
Pearl Reyne
Cheryl Seghetti

Mohave General Hospital - Kingman
Kathleen Howe

New Cornelia Hospital - Ajo
Marjorie Harris

Phoenix Indian Medical Center
Margaret Gilliland

Phoenix Memorial Hospital
Virginia Rafferty

St. Luke's Hospital - Phoenix
Elaine Borchard
Beth McGraw

St. Joseph's Hospital - Phoenix
Margaret Sherwood
Cathy Hrebec
Janis Edelson
Donna Fasythe

St. Joseph's Hospital - Tucson
LaVerne Burner

Scottsdale Memorial Hospital - Scottsdale
Phyllis Estock
Barbara Vasquez
Agnes Anderson
Karin Galvin
Iva Argabright
Vicky Bordus
Linda Duncan

Tucson Medical Center
Lois Schoonover
Karen Ehrat
Susan Harter
Jeanette Ullery

Yavapai Community Hospital - Prescott
Constance Wade

Yuma Regional Medical Center
Marilyn Dance